

## APPENDIX

# F

### Instruction Packets for Youth and Adult Survey Facilitators

INCLUDES COPIES OF SURVEYS

Dear Agent with 4-H Responsibilities:

#### **NATIONAL PROJECT**

The Steering Committee has randomly selected a series of counties from across the nation to participate in the National 4-H Impact Assessment Project. Your county was one of those selected.

#### **PURPOSE**

"Why do a national 4-H assessment of impact?" you might ask. For many years 4-H has received funding from federal, state and county sources. Many decision makers want to know what difference 4-H makes in the lives of young people. Another more personal and practical reason, is that the study will identify if a club, special interest, after-school program or school enrichment unit has basic elements for positive youth development and what outcomes are being developed. Additionally, this study will provide guidelines for making decisions about future educational programs in your county.

#### **CONSENT/PERMISSION**

The University of Arizona Institute for Children, Youth and Families is taking the lead role in acquiring human subjects coverage with the University of Arizona. We hope that your Land Grant University will be able to utilize this experience to expedite the process in your state. Participation in the project requires obtaining parental permission for the young people. Federal regulations require that permission be obtained from parents of minors and individual permission for adults (e.g., volunteers and parents) who complete these surveys. Although time consuming, a signed consent form **MUST** be obtained before a person completes a survey. The formal wording of the consent forms is mandated by federal human subjects guidelines. Please explain to people that this is to ensure they understand completely the

nature of any project/study and can therefore give fully informed consent. If anyone has ANY questions, our phone numbers are listed on the consent forms.

### ***INSTRUCTION PACKET CONTENTS***

*Included in this packet are the following:*

1. National 4-H Impact Assessment Fact Sheet
2. Suggested outline for facilitating the impact assessment process
3. Instructions for the facilitators
4. Answers to commonly asked questions
5. Debriefing questions for the youth
6. Cover sheet to send with completed surveys
7. Summary table of the facilitated process
8. Consent/Permission information for parents and youth participants, sample letter for parents, sample memos for adults
9. Youth and adult survey instruments

### ***YOUR 4-H YOUTH GROUPS***

Participation from your 4-H group is very important. Please call Allison Titcomb, Evaluation Specialist, at 520-621-8931 or e-mail to [atitcomb@ag.arizona.edu](mailto:atitcomb@ag.arizona.edu) if you have questions. Please feel free to make additional copies of the instrument if necessary.

Thank you!

Sincerely,

William L. Peterson, Assistant Director  
4-H Youth Development  
The University of Arizona

### ***National 4-H Impact Assessment Project Fact Sheet***

#### ***Description of Study***

Under the leadership of the University of Arizona 4-H Youth Development Program, forty-five people from twenty-three different states met in Tucson, Arizona, in December of 1997. The purpose of this meeting was to discuss and design a National Impact Assessment of 4-H Youth

Development. A study question was drafted and working groups were formed. Based on the efforts of three working groups (critical elements, outcomes, and methods) a survey instrument and study/sampling design have been drafted. After pilot testing (from two randomly selected states in each region), national data collection will begin in late spring of 1999. The target groups who will complete surveys about their 4-H experiences are youth in grades 4-12, parents, and adult volunteers. For the national baseline data collection, approximately eighty-eight hundred individuals will participate from three randomly selected states in each of the four geographic regions. In particular, 4-H clubs, 4-H school enrichment groups, 4-H special interest groups, and 4-H after-school programs will be surveyed through an agent-facilitated process. Results will be shared with the nation in 2000.

***Goal:***

The goal of the project is to answer the question: "What positive outcomes in youth result from the presence of critical elements in a 4-H experience?"

***Purposes:***

1. Establish a baseline measure of current 4-H program outcomes and generate defensible data that can be shared with decision-makers at the local, state and national levels;
2. Foster additional impact initiatives by linking states who wish to collaborate on targeted projects;
3. Encourage every county and state to collect, analyze, and report 4-H impact data;
4. Build an infrastructure that will make impact assessment an ongoing, continuous part of 4-H Youth Development.

***Key Assumptions***

1. The 1997 ES-237 Annual Enrollment Report is the source for information.
2. All four geographic regions will be represented.

3. The focus will be on groups of young people through a facilitated process. Participants will be 4-H youth people, adult volunteers and parents.
4. There will be an element of proportionality used to sample from the following programming units: 4-H Clubs, Special Interest Groups, School Enrichment Groups, After School Child Care and within units—larger populations will have more individuals selected.
5. County focused—Agents will be lead persons within states selected.
6. 1890 Institutions will be represented.
7. Key stratification variable is rural/urban programming.

*Selection Process*

1. Randomly select 3 states from each of the four regions ensuring 1890's institution participants.
2. Two counties will be randomly selected from participating states for each of 3 program units (clubs, special interest and school enrichment) ensuring both rural and urban participation. The After School Child Care program unit assessment will be done separately based on the top two states within each region in terms of participation numbers. The same instrument will be used for all programming units.
3. Each county will be asked to prepare a list of all program groups within the selected unit in their respective counties from which two or more groups will be randomly selected by the assessment team in each state.
4. Each county selected will only be asked to assess participants in one or possibly two programming units (i.e. 4-H Clubs).
5. Approximately 8,000 youth participants will be surveyed. Approximately 800 total adults (parents/adult volunteers/agents), whose birthdays are in the same month as when the surveys are given to a set of children, will be asked to complete adult versions of the surveys.

## **SUGGESTED OUTLINE FOR FACILITATING THE IMPACT ASSESSMENT PROCESS**

### ***Pre-survey Session Planning***

Contact the selected 4-H program contact (e.g., club or group leader, school contact) and ask for a short meeting with them and, if available, their club/group officers. Explain the opportunity briefly so they'll have some idea of what to expect from participating in the assessment process.

### ***Planning Meeting (Pre-Survey Completion)***

- Explain why the survey is being conducted. Feel free to use the enclosed Fact Sheet that explains the background and sampling design.
- Ask what they think is the best way to encourage the youth, parents and volunteers in to participate? Parental permission is required. Obtaining this is probably the most time-consuming part of this process. Any assistance in follow-up with parents, especially with school enrichment programs, would help.
- Ask what might need to be done to promote participation and how we could make completing the survey fun.
- Explain the need for youth to work individually on the surveys. Ask how the group could make that happen. Ask what they could do so those who finish early would not bother those still completing the survey. Plan an alternative activity for those who lack parental permission to participate in the project.
- Explain the need for feedback. Share the idea of having the youth share in a debriefing format. Examples of suggested questions for the debriefing are enclosed.
- Help them develop an outline of who will do what, when it will be done, what will be needed to be successful, etc.
- Arrange to meet with them to discuss what worked and didn't work. Ideally, this will be right after the surveys are completed or within a day or two. Provide this feedback along with the completed questionnaires.
- Thank them for deciding to tackle this task and encourage them to contact you if they have any questions as they prepare for the meeting.

Ideally, obtain parent permission BEFORE the day of survey completion. If you get less than 50% response, reschedule the survey completion for the whole group until more forms are returned.

### ***Survey Completion Day***

At the meeting/time scheduled for members, parents, and volunteers to complete the survey you might consider using the following format.

For youth who are present (adult directions are presented later):

- Open with some brief ice breakers or warm-up exercises that are interesting and fun to get them in a positive frame of mind, but not too physical. We don't want to get people wound up. Stand Ups, Electricity, Name Toss, etc. are good examples for this part of the program.
- Explain that their parents have already said it was ok for them to fill out the survey, but they need to decide to participate as well. Have them read the "minor assent" form and ask if they have any questions. Collect the assent forms and separately place in envelope and seal in front of them to show that their names will not be attached to a specific survey. Make sure any questions are answered.
- Outline the reasons and benefits for completing the survey. Explain how to complete the questionnaire. Encourage them to work alone and not share answers. See Instructions below.
- NOTE to facilitators: Be sure that you are able to explain the definitions of various program types (question 7 on page 6 of the youth survey).

### ***INSTRUCTIONS FOR THE FACILITATOR***

"The 4-H Youth Survey was developed to help us better understand how young people benefit from 4-H activities and programs. In order to do this, we need to know what you think about the 4-H activities you do. This is your chance to tell us what you think about 4-H programs and the people who run those programs."

### ***DIRECTIONS TO READ TO THE PARTICIPANTS***

1. Remember, this is NOT A TEST!! There are no right or wrong answers. This is your opportunity to tell 4-H what you honestly think and feel

about the activities you do. It is important that you tell us what you REALLY think so that we know what we're doing right and what we could do better.

2. No one in 4-H will see your answers. Your survey will be sent in and combined with the others, and all the answers will be written up together. Your name will not appear anywhere on the survey.
3. USING THE SCALE: You will read some sentences and you have to decide HOW MUCH you agree or disagree with the sentence. On the first page of the survey are a couple of examples that uses pizza and ice cream. Let's read that together. Do you feel you understand? Remember, you can ask questions at any time.
4. You may be asked questions about "adults in 4-H". The "adults in 4-H" means the persons leading the program. They can be parent volunteers, 4-H Agents, camp counselors, or teachers.
5. You are currently in either school enrichment, club, special interest for after school type of program (Give them the program type). That is the first question on the survey so all of you should at least mark that box. You might mark more than one box if you've done other kinds of 4-H programs. If you're not sure, feel free to ask questions. The rest of the questions refer to your opinion about 4-H in general.
6. Please mark only one response to each of the other questions unless the question states that you should or can mark more than one answer.
7. You may use any kind of pen or pencil, but please mark you answer clearly.
8. If you have any problems understanding a question or if you find anything confusing on the survey, please ask for help.
9. Tell your group: THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!!!
  - Pass out surveys and pencils or pens. Have other volunteers available to answer questions if needed during completion of the surveys, especially with a large group.
  - Have youth place completed surveys in a collection box or envelope. Those completing the survey need to leave the area/room and/or quietly participate in whatever activity was chosen at the pre-meeting.

- Once everyone has completed the survey have them sit down (small circle groups will work best, especially if led by one of the youth/officers) and answer aloud the debriefing questions (attached below). Each small group may want flip chart and markers to write their answers to the questions.
- Have each small group share their responses with the whole group.
- Participate in post survey discussion. Record and collect suggestions for improvement that can be passed on to other groups. (See attached debriefing questions.)
- Distribute adult survey packets to youth (if adults not already present). See section on adult surveys below.
- Thank everyone who participated.

### ***ADULT SURVEY INSTRUCTIONS***

- "Random" selection of adult participants will be completed by asking for birthdays during the month that the survey is completed. Ask adults present, "Who has a birthday this month?" (Which gives you the excuse to say, "Congratulations and Happy Birthday! You get the special privilege of being asked to fill out a survey!") If more adults are needed than are present, youth can be asked "Do any of your parents have a birthday this month?" If still more are needed, ask the same questions of the following month. (i.e., if the survey is in September, first ask about September, then October birthdays.). The goal is 1 adult per 10 youth surveyed.
- If adults are not present, have packets ready to send home with youth. (Remember the "birthday selection method" described above.) The packets should contain an adult survey, a memo from the county agent (see following sample), and a self-addressed/stamped envelope for the return of the completed survey. Alternatively, if you have the parent's address, you can mail to them directly.

### ***AFTER SURVEY COMPLETION***

Fill out cover sheet(s) and mail completed cover sheet(s), consent forms, completed surveys and any comments to:

John Carlson, Ph.D.  
Attn: 4-H National Surveys  
Department of Ag. Econ & Rural Sociology  
6th & Rayburn  
University of Idaho  
Moscow, ID 83844-2334  
Ph. # (208) 885-7645 Email: carlson@uidaho.edu

If you have any questions during the process, please contact Bill Peterson, Project Director, at (520)621-3623 (or [bpeters@ag.arizona.edu](mailto:bpeters@ag.arizona.edu)).

## **ANSWERS TO COMMONLY ASKED QUESTIONS**

### **1. Will anyone know how I answered the questions?**

*Answer: No, all replies are anonymous. We will track individual groups only. This is why we collect consent forms separately from the surveys themselves.*

### **2. What if a student has a question about some of the items on the survey?**

*Answer: You can try to answer their question, but you must keep in mind two things: Do NOT look at the students responses to the survey. For example, do not bend over the student and look at the question they are asking about. Instead, have a blank copy of the survey with you so they can tell you which question they're working on. The second thing is to be as neutral as possible. Their responses to these questions should be the most honest and truthful that they can provide and they shouldn't worry about what other people think they should answer. The same is true of their friends in the group who are also taking the survey.*

### **3. How long will it take to answer the questions?**

*Answer: Based on pilot groups, we expect 30-45 minutes to an hour for the total task, depending on the age of the participants. It only takes kids about 30 minutes to do the survey.*

### **4. What will our group get out of participating?**

*Answer: 1) The satisfaction of being one of the groups to participate in a national program that is asking kids what they think of their 4-H experience (8000 out of 6 million is a select group!),*  
*2) Results might be useful in designing programs for the future,*  
*3) The opportunity to share the results with decision makers in your county and community,*  
*4) Participation will likely spark active discussion of evaluation at the local level.*

### **5. How do we make taking a survey fun?**

*Answer: Make a game out of it. One example is Family Feud (non-competitive type, etc.). Provide positive incentives for completion such as a goody grab bag.*

**6. What if a student shows up to do the survey and hasn't turned in parental permission?**

Answer: According to our Human Subjects Committee, the standard response is that an alternative activity should be provided to the child(ren) who lack parental permission to do the survey. Therefore, it is really important to make every effort to receive parental consent forms ahead of time. Note that verbal consent (e.g., over the phone) is NOT acceptable. Also note that each sibling in a family needs separate parental consent forms. Don't single out the "alternative" children (i.e., those who don't want to do the survey or those without parental permission). Have several activities available (preferably quiet-type, pen/paper activities).

**7. What if a parent signature is missing from the permission form?**

Answer: If we do not have the parental permission (that is, the parent's signature), we cannot use the young person's survey. Therefore, we cannot allow the student to complete the survey.

**8. What if a parent has more than one child in the same 4-H group?**

Answer: We must have separate signed consent/permission for each child.

**9. What if we haven't done a good enough job in explaining that they are part of 4-H?**

Answer: This is a great opportunity to sell 4-H as the youth development program which partners with many organizations.

**10. What do I say to parents who do not want "the government" studying their child?**

Answer: No one will ever know how an individual responds since no names or identification will appear on the surveys. The permission/consent forms are collected and stored separately from the surveys. Therefore, this is considered to be an anonymous process. Remind them that this is voluntary and that their child's participation would be welcome and useful but not required. Other suggestions include personalizing the process; refer by name to county agents or other 4-H people the parent might know and respect.

**11. How much time do we have to return the completed surveys to Idaho?**

Answer: We would rather have a complete set of surveys sent from each county so take more time if needed. We are projecting that all surveys should be sent by late fall, 1999. Please send them as soon as they are completed.

**12. What if a parent cannot read the letter/permission forms? Can their child read it to them?**

*Answer: According to our Human Subjects Committee, an informed adult involved in the survey process (e.g., a county agent) should be the one to read the information to the parent. This provides a person best able to answer any questions they may have.*

(See the website <http://ag.arizona.edu/icyf/> for more questions and answers)

**DE-BRIEFING QUESTIONS TO ASK YOUTH (Optional).**

1. How do you feel now that you have taken the survey?
2. What other questions should we ask about your 4-H experience?

A copy of the survey is on the following pages.

*Cover Sheet*  
***National 4-H Impact Assessment Project***  
***4-H Youth and Adult Surveys***

*(To be completed for each program/group included in the data collection and to be returned with completed surveys, consent forms and other comments.)*

Name of Person Completing this Sheet:

\_\_\_\_\_

Person to Contact and Phone Number in case of questions:

\_\_\_\_\_

Date Survey was Administered: \_\_\_\_\_

Type of Program/Group:

- Club
- Special Interest
- School Enrichment
- After-school Child Care

Attach a brief description of this program.

Length of Program: \_\_\_\_\_

Average number of hours 4-H youth spend in this program: \_\_\_\_\_

City and State: \_\_\_\_\_

Total number of youth enrolled in this program/group: \_\_\_\_\_

Number of Completed Youth Surveys with Parent Consent/Minor Assent Included \_\_\_\_\_  
(required for us to use the surveys as part of this national effort):

Number of Completed Adult Surveys Included: \_\_\_\_\_

Do you have any comments or questions?

Please send the completed forms to:

John Carlson, Ph.D.  
Attn: 4-H National Surveys  
Dept. of Ag. Econ. & Rural Sociology  
6th & Rayburn  
University of Idaho  
Moscow, ID 83844-2334  
Ph. (208) 885-7645

*Summary Table of Facilitated Process\**

**BEFORE**

<b>HAVE</b>	<b>SAY</b>	<b>DO</b>
<ul style="list-style-type: none"> <li>• Enough letters/permission forms to go home to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Explain process</li> <li>• Discuss dates, needs (e.g., extra volunteers?)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange the target day for survey</li> <li>• Hand out or mail parent letter/permission forms</li> <li>• Plan for activities on day of survey</li> <li>• Try to have a separate place/room for those who finish early</li> <li>• Follow-up/reminder calls</li> </ul>

**DURING**

<ul style="list-style-type: none"> <li>• Plenty of surveys (youth and adult)</li> <li>• Extra parent permission forms</li> <li>• Packets of adult surveys/ memos/SASE to hand out or send home</li> <li>• 4-H Activities (quiet, pencil/paper type) for those who finish early or lack parental permission</li> <li>• Extra pens/pencils</li> <li>• Separate envelopes/ collection boxes for permission forms and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce process</li> <li>• Explain why they're asked to participate</li> <li>• Explain voluntary nature of survey</li> <li>• Tell them we want their honest feedback</li> <li>• Read instructions</li> <li>• Remind them NOT to write their name on survey it's supposed to be anonymous)</li> <li>• Remind those who finish early (particularly parents) to be mindful and respectful of others. (i.e. try to keep the noise level to a minimum).</li> <li>• Follow up with debriefing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Collect parental permission and minor assent forms (must have both signatures before surveys are done)</li> <li>• Answer questions about survey items (be neutral)</li> <li>• Collect surveys</li> </ul>
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**AFTER**

<ul style="list-style-type: none"> <li>• Cover sheet</li> <li>• Mailing envelopes/boxes addressed to John Carlson</li> </ul>		<ul style="list-style-type: none"> <li>• Follow up with unreturned adult surveys</li> <li>• Send completed surveys, permission forms and cover sheet(s) to John Carlson</li> </ul>
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\* We assume two things have been done already in your state: (1) The state office has already received approval from the university's Human Subjects Committee/Institutional Review Board and (2) Random selection of counties and programs has already occurred.

SIMPLE RANDOM SAMPLING

**Basic Directions:**

- 1) Get complete list of all programs, groups or individuals. For the purposes of group sampling with the National 4-H Survey, groups will be randomly selected. You should also know the enrollment for each of groups.
- 2) Assign each a unique number. (e.g., alphabetize the list, label each starting with 0).
- 3) Enter the table of random numbers at any point and read off the last two or three digits of each column (depending on how many are on the total list.) In other words, if you have 25 clubs, you'll read of the last two digits, discarding any numbers that are not represented on your list.
- 4) Select a few more than you think you need as back-up.

**Example:**

Steps 1 and 2: A club list from Fun in4H county includes 30 different groups. Assume the number of club members who need to be surveyed in the county is 40. The following is a short sample of their list with unique identification numbers assigned.

<u>ID#</u>	<u>Name of Club (number of members)</u>
00	4-H Fashion Frenzy (8 members)
09	Beanie Baby Stockholders Accounting Club (25 members)
19	Plants-R-Us Horticulture Club (10 members)
22	Puppy Pals (15 members)
28	Zebrafinch Friends (4 members)

Step 3 and 4: The first column of random numbers is selected (for example) and the last two digits are read off. If we had had one hundred clubs, we would have read off the last three digits. Those would be 34, 95, 34, 28, 31, 83, 09, 09, 36, 58, 49, 92, 85, 17, 78, 00, etc. You discard any numbers that aren't represented on the list. Thus, your "draw" would be as follows:

- 34 DISCARD
- 95 DISCARD
- 34 DISCARD
- 28 Zebrafinch Friends (4 members) (NEED 36 more)
- 31 DISCARD
- 83 DISCARD

- 09 Beanie Baby Stockholders Accounting Club (25 members) (NEED 11 more)
- 09 DISCARD (already assigned)
- 35 DISCARD
- 58 DISCARD
- 49 DISCARD
- 92 DISCARD
- 85 DISCARD
- 17 Select whatever club is number 17. *Pretend for this example they have 10 members. (NEED 1 more)*
- 78 DISCARD
- 00 4-H Fashion Frenzy (8 members) (Now have at least enough for the expected sample.)

You might want to select a couple more groups as back-up. Voila! You have your list. Note that this process assumes you have a complete list of candidate programs/groups or individuals from which to draw. There are other sources for random number tables (e.g. statistics books, the web, a spreadsheet program such as Excel). There are other methods for doing simple random sampling. There are other methods of sample but this one (*on the next page*) is appropriate when "simplicity is the overriding concern" (Henry, 1990).

**TABLE OF RANDOM NUMBERS**

39634 62349 74088 65564 16379 19713 39153 69459 17986 24537  
14595 35050 40469 27478 44526 67331 93365 54526 22356 93208  
30734 71571 83722 79712 25775 65178 07763 82928 31131 30196  
64628 89126 91254 24090 25752 03091 39411 73146 06089 15630  
42831 95113 43511 42082 15140 34733 68076 18292 69486 80468  
80583 70361 41047 26792 78466 03395 17635 09697 82447 31405  
00209 90404 99457 72570 42194 49043 24330 14939 09865 45906  
05409 20830 01911 60767 55248 79253 12317 84120 77772 50103  
95836 22530 91785 80210 34361 52228 33869 94332 83868 61672  
65358 70469 87149 89509 72176 18103 55169 79954 72002 20582  
72249 04037 36192 40221 14918 53437 60571 40995 55006 10694  
41692 40581 93050 48734 34652 41577 04631 49184 39295 81776  
61885 50796 96822 82002 07973 52925 75467 86013 98072 91942  
48917 48129 48624 48248 91465 54898 61220 18721 67387 66575  
88378 84299 12193 03785 49314 39761 99132 28775 45276 91816  
77800 25734 09801 92087 02955 12872 89848 48579 06028 13827  
24028 03405 01178 06316 81916 40170 53665 87202 88638 47121  
86558 84750 43994 01760 96205 27937 45416 71964 52261 30781  
78545 49201 05329 14182 10971 90472 44682 39304 19819 55799  
14969 64623 82780 35686 30941 14622 04126 25498 95452 63937  
58697 31973 06303 94202 62287 56164 79157 98375 24558 99241  
38449 46438 91579 01907 72146 05764 22400 94490 49833 09258  
62134 87244 73348 80114 78490 64735 31010 66975 28652 36166  
72749 13347 65030 26128 49067 27904 49953 74674 94617 13317  
81638 36566 42709 33717 59943 12027 46547 61303 46699 76243  
46574 79670 10342 89543 75030 23428 29541 32501 89422 87474  
11873 57196 32209 67663 07990 12288 59245 83638 23642 61715  
13862 72778 09949 23096 01791 19472 14634 31690 36602 62943  
08312 27886 82321 28666 72998 22514 51054 22940 31842 54245  
11071 44430 94664 91294 35163 05494 32882 23904 41340 61185  
82509 11842 86963 50307 07510 32545 90717 46856 86079 13769  
07426 67341 80314 58910 93948 85738 69444 09370 58194 28207  
57696 25592 91221 95386 15857 84645 89659 80535 93233 82798  
08074 89810 48521 90740 02687 83117 74920 25954 99629 78978  
20128 53721 01518 40699 20849 04710 38989 91322 56057 58573  
00190 27157 83208 79446 92987 61357 38752 55424 94518 45205  
23798 55425 32454 34611 39605 39981 74691 40836 30812 38563  
85306 57995 68222 39055 43890 36956 84861 63624 04961 55439  
99719 36036 74274 53901 34643 06157 89500 57514 93977 42403  
95970 81452 48873 00784 58347 40269 11880 43395 28249 38743  
56651 91460 92462 98566 72062 18556 55052 47614 80044 60015  
71499 80220 35750 67337 47556 55272 55249 79100 34014 17037  
66660 78443 47545 70736 65419 77489 70831 73237 14970 23129  
35483 84563 79956 88618 54619 24853 59783 47537 88822 47227  
09262 25041 57862 19203 86103 02800 23198 70639 43757 52064



## 4-H Youth Survey

These questions will help us learn what kids think about 4-H programs. We need your help because YOU have participated in some kind of 4-H activity or program.

Some of the sentences ask about 4-H. Other questions ask you for information about yourself. Please read each question and think about your answer. In all cases we want your truthful, honest responses.

This is NOT a test. There are no right or wrong answers. We want you to tell what you really feel. Your name will not appear on this survey.

If you don't understand a question, please raise your hand for an adult to help you.

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Some of the questions will ask you to read a sentence and mark how much you agree or disagree with the sentence.

For example, a sentence could say, "I like to eat pizza." If you like pizza, then you would "Agree" with this sentence. If you REALLY like pizza, you would "Strongly Agree" with this sentence.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I like to eat pizza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Another example sentence might be "I do NOT eat ice cream." If you eat ice cream sometimes, you would "Disagree" with this sentence. If you love ice cream and eat it a lot, you would "Strongly Disagree" with this sentence.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I do NOT eat ice cream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Again, if you have any questions about anything on this survey, please ask!

<i>1. Adults in 4-H</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A	Adults in 4-H always listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Adults in 4-H expect me to respect the feelings and property of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Adults in 4-H help me to work with others as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Adults in 4-H expect too much from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Adults in 4-H do NOT see problems from a kid's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Adults in 4-H make me feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Adults in 4-H help me feel that I can make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Adults in 4-H do NOT include me in big decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I feel comfortable going to the adults in 4-H for advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>2. Feelings about 4-H.</i>					
A	In 4-H I feel that it's safe to try new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	In 4-H I can try new things without worrying about making mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	In 4-H I often feel embarrassed or put-down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I feel good during 4-H activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	In 4-H I get to know everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I feel safe when I do 4-H activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	In 4-H we can work out our differences peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	People in 4-H are rude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>3. Learning in 4-H.</b>				
A In 4-H I've learned how to find information about topics that interest me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B In 4-H I explore my own interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H teaches me that I can solve problems on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D I often help others learn in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 4-H rewards me for being successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F In 4-H I often try new or different things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Helping Others.</b>				
A 4-H teaches me to help other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 4-H shows me ways to help people in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H shows me that volunteering is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4-H teaches me to be involved in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E In 4-H kids help out in important ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F 4-H helps me to be a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>5. Planning and Decision Making in 4-H.</b>				
A 4-H teaches me that I can make my own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 4-H teaches me to do things on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H helps me set goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4-H helps me develop a plan to reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 4-H teaches me to be responsible for my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F 4-H helps me to think through all choices when making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Belonging in 4-H.</b>				
A I feel like I belong in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B All kinds of kids are welcome in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Both girls and boys can be leaders in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D My best friends are in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<del>E In 4-H, both boys and girls treat each other with respect.</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Boys and girls have equal chances to do everything in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G I can count on others in my 4-H group to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H 4-H helps me accept differences in others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Other 4-H kids care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(You're almost done! Just a few more questions!)



**7. 4-H Programs.**

Look at the list below and mark "Yes" if you've done the program or "No" if you have NOT done the program. (Ask an adult if you are unsure). For the programs which you have done, please mark how much you were involved in the program.

<b>4-H Program (with examples)</b>	<b>Have you done this type of program?</b>	<b>How involved were you in this program?</b>		
		<i>Not Very Involved</i>	<i>Somewhat Involved</i>	<i>Very Involved</i>
<b>A</b> After-school 4-H care program <i>(This is a group you meet with after school. You may have recreation activities along with learning things. Not an official part of a club.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b> 4-H school enrichment <i>(A person may come into your classroom and do an activity with you one or more times as a special program and your teacher may help lead the activity.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b> 4-H special interest program <i>(Short-term program that focuses on a specific topic or activity. It is open to all interested kids. Some examples might include 4-H bicycle safety training, health &amp; first aid, babysitting.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b> 4-H club (single project) <i>(You belong to a club where you take only one project. Meets several times a year. Some examples are Livestock Club, Clothing Club, Computer Club.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b> 4-H club (multi-project) <i>(A club where you can choose lots of different projects to take. Meets several times a year. Your club usually meets once a month.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b> Home school/club <i>(You may have 4-H activities/projects to do while you are being home schooled and sometimes you do them with a group of home schoolers.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b> 4-H workshop <i>(Your county or region may offer you programs or workshops. One example is an Officer's Training Workshop on how to fill out reports and do your job.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>H</b> 4-H conference <i>(When you travel away from home and are with other youth across the region or state or nation. Some examples are called State Congress, Round-up, Citizenship Washington Focus.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I</b> 4-H overnight camp <i>(You travel away from home and spend the night with other 4-H'ers and teens or parents who are your counselors.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>J</b> Other 4-H activity/program <i>(Please describe: _____)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No ⇨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Questions About You.**

This information will help us know about the students who filled out this survey. Please fill in your answer or check the box for your response.

8. How old are you? \_\_\_\_ years old
9. What grade are you in this year? \_\_\_\_ Grade in school
10. What grade were you in when you first started 4H? \_\_\_\_ Grade
11. Are you female or male?  
 Female                       Male
12. Which of the following best describes you?  
 African American  
 Asian American/Pacific Islander  
 Caucasian/White  
 Native American (Tribe: \_\_\_\_\_)  
 Hispanic  
 Other (please specify \_\_\_\_\_)
13. My friends are:  
 Mostly the same ethnic background as me  
 Mostly a different ethnic background than me  
 A mix of ethnic backgrounds
14. Which one of the following best describes your family  
(the people you live with)?  
 I live with my two parents  
 I live with one parent and one stepparent  
 Sometimes I live with my mother and sometimes I live with my father  
 I live with my grandparents  
 I live only with my mother  
 I live only with my father  
 I live with a guardian, relative or person(s) other than my parents or grandparents
15. How long have you been involved in any 4-H activities or programs?  
 Less than 6 months                       6 months – 1 year  
 1-2 years                                       More than 2 years  
 More than 4 years                               More than 6 years

16. Where do you live? Check the box of your response. Ask an adult if you are not sure.

- Rural farm
- Rural non-farm (less than 2,500 people)
- Towns (between 2,500--9,999 people)
- Towns (more than 10,000 but less than 50,000 people)
- City over 50,000

17. How has 4-H changed your life?



## *4-H Adult Survey*

This is a survey that will help us learn about 4-H programs in many states. We need your help because you are involved or have a child who has participated in some kind of 4-H activity or program.

This is NOT a test. Your name will not appear on this survey. We will look at everyone's answers together to help us learn what people think about 4-H.

There are no right or wrong answers. Some of the sentences ask about 4-H. Other questions ask you for information about yourself. Please read each question and think about your answer. In all cases we want your truthful, honest responses. Please answer all questions with YOUR own children (if a parent) or the children YOU work with (if an adult volunteer) in mind.

If you don't understand a question, please ask.

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*(The following directions are the ones given in the Youth Survey. We wanted you to see the explanation we're providing for them.)*

Some of the questions will ask you to read a sentence and mark how much you agree or disagree with the sentence.

For example, a sentence could say, "I like to eat pizza." If you like pizza, then you would "Agree" with this sentence. If you REALLY like pizza, you would "Strongly Agree" with this sentence.

Another example might be "I never eat ice cream." If you eat ice cream sometimes, you would "Disagree" with this sentence. If you love ice cream and eat it a lot, you would "Strongly Disagree" with this sentence.

Again, if you have any questions about anything on this survey, please ask.

***Completion of this survey means that  
I voluntarily consent to participate in this evaluation project.***

**Read each statement and mark how much you agree or disagree with the sentence.** When the sentence says "4-H" or "4-H activities" think about all the 4-H activities you or your children have done. If you or they have only done one program, base your answers on that. By "children" we mean any young person in 4-H (18 years of age and younger).

These sentences ask you about the adults children have met in 4-H. These adults could be county agents, local extension staff members, volunteers, an adult who visits classrooms doing 4-H school programs, or a volunteer parent who leads a 4-H club meeting.

<i>I. Adults in 4-H</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A Adults in 4-H always listen to what children have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Adults in 4-H expect children to respect the feelings and property of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Adults in 4-H help children to work with others as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Adults in 4-H expect too much from children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Adults in 4-H do NOT see problems from a youth's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Adults in 4-H make children feel good about themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Adults in 4-H help children feel that they can make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Adults in 4-H do NOT include children in big decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Children feel comfortable going to the adults in 4-H for advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>2. Feelings about 4-H.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A In 4-H children feel that it's safe to try new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B In 4-H children can try new things without worrying about making mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C In 4-H children often feel embarrassed or put-down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Children feel good during 4-H activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E In 4-H children get to know everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Children feel safe when they do 4-H activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G In 4-H children can work out their differences peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H People in 4-H are rude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>3. Learning in 4-H.</i>				
A In 4-H children have learned how to find information about topics that interest them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B In 4-H children explore their own interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H teaches children that they can solve problems on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Children often teach others in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 4-H rewards children for being successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F In 4-H children often try new or different things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>4. Helping Others.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A 4-H teaches children to help other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 4-H shows children ways to help people in their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H shows children that volunteering is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4-H teaches children to be involved in their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E In 4-H youth help out in important ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F 4-H helps children to be leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>5. Planning and Decision Making in 4-H.</i>				
A 4-H teaches children that they can make their own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 4-H teaches children to do things on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4-H helps children set goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4-H helps children develop a plan to reach their goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 4-H teaches children to be responsible for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F 4-H helps children to think through all choices when making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	
<i>6. Belonging in 4-H.</i>					
A	Children feel like they belong in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	All kinds of youth are welcome in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Both girls and boys can be leaders in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	4-H children's best friends are in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	In 4-H, both boys and girls treat each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Boys and girls have equal chances to do everything in 4-H.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Children can count on others in their 4-H group to help them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	4-H helps children accept differences in others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	4-H youth care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Questions About You.***

This information will help us know about the adults who filled out this survey. Please fill in your answer or check the box for your response.

7. How old are you? \_\_\_\_\_ years old

8. How many children do you have in kindergarten through 12th grade?

\_\_\_\_\_ number of children

*(If you are a 4-H staff member, with how many youth in K-12th grade do you work?)*

9. Are you female or male?

Female                       Male

10. Which of the following best describes you?

- African American
- Asian American/Pacific Islander
- Caucasian/White
- Native American
- Hispanic
- Other (please specify \_\_\_\_\_ )

11. Where do you live? Check the box of your response.

- Rural farm
- Rural non-farm (less than 2,500 people)
- Towns (between 2,500--9,999 people)
- Towns (more than 10,000 but less than 50,000 people)
- City over 50,000

12. What experience do you have with 4-H (*check all that apply and provide estimate of years of involvement*):

Experience:		Number of years:
I am a parent of a child/children who has participated in 4-H for....	<input type="checkbox"/>	_____
I am an adult volunteer with 4-H	<input type="checkbox"/>	_____
I am a staff member with 4-H responsibilities	<input type="checkbox"/>	_____
I was a 4-Her	<input type="checkbox"/>	_____
Other--Please describe:	<input type="checkbox"/>	_____

13. How has 4-H changed your life?

